4:Grajdanzev--155-156 S-4 (no date) 1942 Formosans
116, 167, 457, 484, 563, 871, 177.43 Japan
636.43

"One must, however, consider the invisible items in the balance of payments. The Chinese of the island rarely emigrate from Taiwan; as we have [156] already seen, the number of islanders living abroad is negligible. There are about 1,300-1,500 Taiwanese students in Japan proper, but their support by their parents and relatives can hardly cost more than one million yen a year——a small quantity in comparison with the figures involved. The islanders do not travel abroad, they have no investments abroad from which they draw income and there are only a few foreigners on the island, so that the general picture of an island having economic connections exclusively with Japan remains undisturbed."

4:Grajdanzev--156 S-4 (no date) 1942 Formosans
871

"There are about 1,300-1,500 Taiwanese students in Japan proper, but their support by their parents and relatives can hardly cost more than one million yen a year—a small quantity in comparison with the figures involved."

4:Grajdanzev--163 [21 S-4 (no date) 1942 Formosans
116, 171, 625, 659, 871, 177.62 Japan
636 62

"Many times on the preceding pages it has been shown that Taiwan is more poorly supplied with this or that commodity than is Japan proper. But in one respect Taiwan is better supplied——with policemen. According to Dainippon teikoku nenkan (Statistical Year Book of the Japanese Empire) for 1937, there was one policeman for every 1,052 persons in Japan proper in 1937, while in Taiwan there was one for every 580 persons. According to the same source there were more policemen than teachers in Taiwan—— 9,972 policemen in 1937 as compared with 9,651 teachers of all kinds in 1936—while in Japan proper the number of teachers was almost six times as large as the number of policemen. The number of policemen in Taiwan is almost three times the number of physicians."

4:Grajdanzev--165 S-4 (no date)1942 Formosans
116, 208, 563, 658, 871, 177.87 Japan
636.87

"In the sphere of education the island has passed through two periods, one before 1919 and another since that year. Before 1919 the policy of the government with respect to the Chinese of the island was vacillating. It was ready to recognize the existence of the Chinese in the Japanese Empire as a separate entity, and was ready even to help them preserve their Chinese character. A special society was created to investigate Chinese customs and habits and these were to be taken into consideration in court practice. Later, the failure of this policy was recognized and the avowed end became the japanization of the inhabitants of the islands in order to make them loyal subjects of the Empire. The elementary school was to become the chief instrument in this japanization. While before that period the education of the Chinese was completely neglected, since then school expenditures have grown and the number of pupils has increased from year to year. But this does not mean that there is any equality between the Japanese and Chinese as regards education. A literate population is necessary for the japanization of the islanders. Knowledge of the Japanese language is indispensable for workers, policemen, for the paocheng, for clerks, for all who work for their Japanese rulers. It does not mean that there is any intention of raising the Chinese to an equal position with the Japanese."

4:Grajdanzev--165-166 S-4 (no date) 1942 Formosans
116, 208, 871, 876

"The school is considered the best instrument for turning the islanders into docile, law-abiding, hardworking servants. As may be seen from the following table the results, before 1930, were hardly impressive:

Number of Chinese on Taiwan who Understand the Japanese Language (census data)

	1905	1915	1920	1930
Women	469	4,194	11,168	70,750
Men	10,801	50,143	87,897	294,677
Total	11,270	55,337	99,065	365,427

Source: Kokumin nenkan, 1940, p. 665.

[166] If we look at the rate of growth these figures may appear imposing. But actually the results can hardly be considered satisfactory since by 1930, after thirty-five years of Japanese rule over such a small area, only about ten per cent of the population understand the language of the rulers—and the degree of understanding required by the census-takers was small."

4:Grajdanzev--168 [3] S-4 (no date) 1942 Formosans
116, 563, 871

"School Enrolment in Taiwan, April 1, 1939

	Japanese	Chinese
Youth of school and college age (8-22)	88,000*	2,000,000*
Pupils in primary schools	44,000*	557,135*
Pupils in secondary schools	10,437	6,658
Pupils in special secondary schools	3,343	2,610
Students in teachers' colleges (1936)	985	384
Students in the university	192	90
School Enrolment per Thousand Children of School Age		
Pupils in primary schools	500*	278*
Pupils in secondary schools	118	3.3
Pupils in special secondary schools	38	1.3
Students in teachers' colleges	11	0.2
Students in the university	2	0.05

* Approximate figures."

15: U. S. Navy --21 [10]
116, 871, 177.87
636.87

(no date) 1944

Formosans
Japanese

"The Japanese educational program calls for a great deal of physical training, marching, drilling, and calisthenics. Swimming, and judo and kendo (traditional Japanese military games) are also taught in all schools but are popular only among the Japanese."

15: U.S. Navy--32 [5] (no date) 1944 Formosans
116, 467, 668, 871, 177.87 Japanese
636.87

"Formosan peasant and trade unions were not organized along class lines, owing perhaps to the essential democracy of the Chinese guild system. Members of the middle and well-to-do classes actively supported the peasants and workers in their agitation for better working conditions and attempted to work for legislation to that end. The biggest handicap to any such movement has been the lack of education for peasants and workers, especially of education which could be gained outside of the Japanese 'National Schools.'"

31: Hofmann--631 [2] N-3 (1909) 1912 Formosans
116, 342, 351, 871

These Chinese capitalists know how to live luxuriously; their houses are beautiful even by European standards. A drive leads from the street to a large garden enclosed by the house and annexes. There are high, cool porticos leading to the residence proper. Many of the houses have a small theater. Since in former times there were no public schools in China, or at least none that were attended by the children of the rich, the Chinese here have set aside one wing of the building for the children and their tutors. As the Chinese ideal is to have a large family and this ideal is often realized, this wing is usually very large. In the center of the courtyard, there is a pond. There are small arbors and arcades arranged in excellent taste. From the terrace one has a beautiful view of the estate, which is hidden from the observer on the street. The house where I stayed had been made into a Japanese hotel but the features characteristic of the original estate had been retained.

40: Kirk--20 S-2 (no date) 1941 Formosans
116, 191, 658, 871, 177.87

"Koshusho, or national language training schools, which have sprung up to facilitate the teaching of Japanese to adults, numbered 7,306 in 1939. The classes meet in schoolrooms, public halls, or private homes under the leadership usually of Japanese-speaking Formosans who contribute their services free. From the year 1934 Formosan children will attend primary school for at least six years under a cumpulsory education law similar to the law in Japan proper."

40: Kirk--20 [2] S-2 (no date) 1941 Formosans
116, 563, 759, 871, 177.56 Japanese

"Theoretically, Japanese and Formosans may attend the middle and high school as well as the university, but in practice the Formosans find many difficulties in their path. The more important positions in business and the professions, with one exception, seem to be held by Japanese exclusively. Medicine is the one profession open to educated Formosans on equal terms with the Japanese."

45:Stanford U. S-4, 5 1956 AD1 Formosa AD1

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Table 6. Educational Status of the Population*
(December 1953)

	Male	Female	Total
Over 6 years of age	3,368,349	3,168,769	6,567,118
College education:			
Graduates	62,090	10,964	73,054
Students	13,972	2,868	16,840
High school education:			
Senior high graduates	117,846	45,846	163,692
Senior high students	42,359	13,679	56,056
Junior high graduates	142,626	73,325	215,961
Junior high students	109,852	44,288	154,140
Primary school education:			
Graduates	993,071	565,583	1,558,654
Students	766,410	571,184	1,337,594
Private school education	174,109	91,093	265,202
Illiterate	946,014	1,779,921	2,725,935
Under 6 years of age	958,359	912,539	1,870,899

*China News Press, Chung-hua Nien-pao, 1954 [China Annual, 1954], p. 78.

596 T71 The extended family was in itself a religious group. Worship of common ancestors, observation of their birthdays, and participation in annual festivals were ceremonies observed by all members of the family. Religious practices served to impress family members with a feeling of kinship and common heritage.

596 .871 The education of children became the function of an extended family when there were no public schools. Tutors were invited to join the family and all the children studied at common expense, regardless of their parents' status within the family. All the children had an equal opportunity to learn.

596 The family was also an economic unit. Male adults participated in the family business and the entire family shared a common budget. In rural families, rice paddies were hulled and cloth was woven by women in the home. Chickens, ducks, vegetables, and preserves were produced in the household, thus making it unnecessary to buy more than a few necessities at the market. In this manner, the family functioned as a unit of production and consumption. Another feature pertaining to the extended family was the system of community property. Family property belonged to the entire family, and at the dispersion of the family it was divided among the sons, with a relatively larger share going to the eldest son, who assumed responsibility for maintenance of the family shrine.

642 If he is not satisfied with the decision of the
694 provincial government, he may file a further complaint with the proper department of the Central Government. If the charge is against a wrongful decision, the decision on the second complaint by a superior government body will be final. But if the complaint is against an unlawful decision or an illegal execution, the dispute may be referred to the administrative court for final judgment.[25]

642 The Chinese Constitution provides that
897 the people shall have the right to receive as well as the obligation to accept public education.[26] The state has the responsibility of providing the necessary educational institutions so that all the people may have a chance to receive elementary education; and the state may compel children of school age to attend school. Articles 159 and 160 of the Constitution specify that all citizens shall have an equal opportunity to receive education and that primary education shall be free of charge. Children from poor families shall be supplied with textbooks at the expense of the government.[27]

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25. Law of Administrative Procedure, 1942, Article 1.

26. Constitution, Article 21.

27. Constitution, Article 160.

631 substantiate this contention. For instance,
635 in the realm of finance, all taxes with the exception of customs duties, are collected by the provincial government. The Bank of
[652] Taiwan, a provincial bank, takes over all the functions of the central bank. It issues currency notes, supplies foreign exchange, and acts as the fiscal agent both of the national and provincial governments. With
• 871 regard to education, only the Taiwan National
631 University is under the supervision of the
635 Ministry of Education of the national government. All other schools in the province, including the College of Engineering and the Normal University are under the direct jurisdiction of the provincial government. Actually the different ministries in the national government have undergone so much consolidation after they had been moved to Formosa, that most of them are now maintaining only a skeleton staff.[4]

631 The relative importance of the Taiwan
635 provincial government does not, however, diminish the highly centralized authority of President Chiang Kai-shek, for the provincial

4. There are now 12,000 employees in the national government vs. 113,000 in the provincial government. Time, op. cit., p. 34.

this growth was due to the natural increase of the Chinese people. Density of settlement increased to 378 per square mile of total land area in 1935, and to 424 in 1940. This was a high density in a country where 70 per cent of all gainfully occupied men were in agriculture and cultivated land was limited to the river valleys of the northern tip and the fertile areas facing China. Industry was limited largely to the processing and transportation of agricultural products until the war preparations of the Japanese induced rapid industrialization and urbanization in the middle and the late thirties. 161 241 177

In this economic development, Japan's main interest lay in agricultural commodities which enabled her to be less dependent on sources outside of the Empire. The Japanese occupied the major administrative, technical and managerial positions while the Chinese comprised the farmers and the unskilled laborers. The latter were maintained in relative isolation from the outside world with minimum possibilities for economic or cultural advancement. However, an increasing proportion of the children of the Island received elementary education and some even received a secondary education. A select few attended the Imperial University in Taiwan and went on to study in Japan. This cultural leaven was Japanese-oriented to a degree far beyond linguistic adaptation. In fact, the Japanization that had been in process of slow evolution since the initial conquest became a firm policy of forced cultural assimilation by the late thirties. 463 563 177 871

Here was a classical experiment in the potentiality of the Chinese peasant to reproduce his numbers under favorable conditions. Famines were eliminated and food available for subsistence increased in amount. Epidemics were controlled and the effects of endemic diseases were mitigated. All forces conspired to preserve and to sustain life in so far as possible with known technologies and at minimum cost. The same economic and political ideology insured the continuation of high birth rates. The familial values which had insured survival throughout the millenia in the rice lands of the Mainland were preserved in the isolated peasant villages of Taiwan.

THE DEATH RATE

The demographic paradox of colonialism appeared early in Taiwan. A combination of forces produced a decline in the death rate without either a concomitant or a delayed decline in the birth rate. Recorded death rates 165 563

48: Chen E-4 (no date) 1955 ADl Formosa ADl

productivity and the progress in public works and social establishments were the cause of this contrast.

14. Education

Modern society is a society based upon science and technology, and it is a prerequisite that most of its members have a scientific attitude. If many of its member do not realize that epidemics are spread by germs, if the large part of the people believe disease to be the malicious work of devils, then it is impossible to wipe out epidemics. For farmers to use modern agricultural tools and machines, for workers to work in a modern factory, for soldiers to fight with modern weapons, the scientific attitude is indispensable. In order to give its members the scientific attitude, modern society, which respects individual freedom in principle, does not allow freedom in regard to education. Thus the system of compulsory education has been universally adopted. It is only natural that the decline of death rate and the growth of population should have an intimate relation with the spread of education.

During the Manchurian period, except for small number of public schools operated by the government, education was carried out mostly by private schools, operated by family or kinship groups. Primary education of a modern type was started by the colonial government, and the trend of growth of the number of schools and students is given in Table 6. By the change of colonial policy, the increase was speeded up after 1920, particularly since the 1930's. Enrollment of girls was very poor in the earlier years, but had improved with the passage of time. In 1943, enrollment of school age children in primary schools was 81% for boys, and 61% for girls (14: Table 481). However, the improvement was mostly limited to primary education, and with regard to secondary and higher education, it was very poor. The improvement in education after the restoration in 1945 was essentially an improvement in secondary and higher education (cf. §6).

Table 6: Number of Schools and Students of Private Schools and Public Schools for Taiwanese in Selected Years

	Private Schools				Public Schools for Taiwanese			
	Number of Schools	No. of Students			Number of Schools	No. of Students		
		Total	Boys	Girls		Total	Boys	Girls
1899	1,721	25,215	25,089	126	96	9,817	9,435	382
1909	655	17,101	16,701	400	231	40,650	37,023	3,627
1919	301	10,936	10,347	587	438	129,580	107,253	22,327
1929	160	5,805	5,043	762	754	232,829	179,024	53,805
1939	17	932	632	300	810	546,209	361,068	185,141
1944					944	872,507	500,333	372,174

Originally there were primary schools for Japanese and primary schools for Taiwanese. In later years some Taiwanese students were permitted to enter primary schools for Japanese. The above table do not include this part of Taiwanese students.

Source: 14:Table 477.

1:Gallin E-4,5 (1957-1958) 1966
AD5 Taiwan Hokkien AD5
Taiwan AD6
Formosa AD1

to as such. Taiwanese, also called Min-nan *hua*, is a Fukienese language like Amoy. It is spoken by the majority of the people of Taiwan, and, although it is spoken with different accents, the speakers of the different variants can understand each other. The accents vary according to the place of origin of the speaker's ancestors. Regional differences have developed in Taiwan as well, so that the accent of the coastal area where Hsin Hsing is located differs from the accents of Taichung or the mountains.

Hakka, another Chinese language, is spoken by the Hakka people (*k'o jen*, "guest people") who originated in Kwangtung province on the mainland. Because of the minority position of the Hakka in Taiwan, they have often had to learn Taiwanese, although Min-nan speakers seldom learn Hakka. The Hsin Hsing village area has no Hakka speakers, and there has been little or no reason for the people of the region to learn Hakka. They are, however, well aware of the Hakka people and of the differences between their languages.

Mandarin, the third Chinese language, is now the official language of the government, replacing Japanese. Japanese first became important in Taiwan through the school system developed by the former rulers. In the 1920's the Japanese government began to augment Taiwan's school system, and "by 1943, 70 percent of Taiwanese children of legal school age were attending some sort of school" (Barclay, 1954b:68n). A limited number of Taiwanese children, usually those whose parents had some status, attended a special primary school system set up by the colonial government for the Japanese children on the island. Classes in these schools were conducted in Japanese. Most children, however, attended the public primary schools whose classes were "conducted in the local dialect" although the children "were required to learn to read in Japanese" (Riggs, 1952:138). All secondary schools and colleges conducted classes "exclusively in Japanese" (Riggs, 1952:138).

In the rural area some children from wealthy landed families attended school beyond the primary level. Because of their education, they were given official jobs under the Japanese regime and mainly spoke Japanese. Today, these men, like a great many urbanites educated under the Japanese, still speak fluent Japanese. The same men now are working for the Mandarin-speaking Nationalist regime and so usually speak Mandarin. They have rarely had the opportunity to use their native Taiwanese and are often chided for speaking their own language very badly.

Most of the rural people though, who did attend public school, usually did not go beyond the primary school level. Many villagers, and almost all rural women, attended school irregularly or not at all. Among all these villagers then, many learned no more than a few

1:Gallin E-4,5 (1957-1958) 1966
AD5 Taiwan Hokkien AD5
Taiwan AD6
Formosa AD1

words in Japanese, such as expressions to be used when entering the predominantly Japanese-manned police stations and other official places. Some uneducated men, however, learned a modicum of Japanese when they served in the Japanese army labor corps during the war period.

Under the Japanese the teaching of the Chinese written language as well as the traditional Chinese classical literature in the schools was illegal. However, village men tell about a Chinese school "secretly" conducted in a temple in Lukang even through the late 1930's. There children and teenagers were taught to read and write Chinese and to study the Chinese classics. Only a very limited number of people from Hsin Hsing and the neighboring villages attended such schools, and there were few who attended the Chinese school who did not attend the Japanese primary schools as well.

In the Hsin Hsing area, then, except for the few Taiwanese who managed to attend secondary schools or colleges or who were laborers during the war, the number of persons able to read and speak Japanese (or read Chinese) was small. Grajdanzev, mostly on the basis of Japanese sources, noted that "after 1937 five and one half million Chinese (in Taiwan) could not read a newspaper in their own language, though most of them do not know Japanese" (1942:170). The effectiveness of the Japanese educational system for much of the population of the rural area has perhaps been exaggerated. Although the Japanese school system was greatly expanded between 1937 and 1943, it appears that it did not have time to develop any depth in its effect on the peasant.

Under the Nationalist government's theoretically "compulsory" education, almost all students and former students of the present school system can now speak some Mandarin, which is the only language used in the school after the first or second year. Some of the younger middle-aged men have developed a functional knowledge of simple Mandarin as a result of recent work contacts in Taipei or service in the Chinese army.

The language situation in Hsin Hsing and the surrounding rural area is as follows (for 1958): Very young children speak only Taiwanese (Min-nan) up through the first few years of school. Children in higher grades and young people up to the age of about twenty-six speak Mandarin with varying degrees of fluency in addition to their native Taiwanese. Their fluency depends upon the amount of schooling they have had, how long they have been out of school, and the amount of contact they have had with the language at work or in other special situations after leaving school.

Some men and a few women between twenty-four and forty-five speak some Japanese in addition to Taiwanese. The men learned it

36: Rowe S-4 (no date) 1955 AF1 China AF1
Formosa ADJ

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Education

Free primary school education is now available to everyone, and the average number of children attending school is 80 percent. (The Japanese had restricted the education of the Taiwanese, with few exceptions, to a certain level and to certain schools). All Taiwanese are free to attend any school or college.

In 1950, there were 121 middle schools in Taiwan. Of these 34 were provincial schools, 74 established by *hsien* or municipalities, and 13 private schools. In 1950, there were eight normal schools, as compared to three on V-J Day, several vocational schools, and six institutions of higher learning, including a national university with a total enrollment of 6573 students.

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Since most of the institutions of higher learning are run by the government with a view to keeping costs down, a Taiwanese may obtain a high school or college education with only a small outlay of money. However, the demand for education far exceeds the opportunities because educational facilities are still in short supply. Thus the schools are overcrowded and competition for admission to them is keen. Education remains a major unsolved problem.

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Evaluation of Nationalist Achievements

The Taiwanese economy today supports a considerably larger population than in the past. It also supports an army, which though it has itself cultivated land and increased other types of production in an attempt to provide in part for its own consumption, still creates a heavy drain upon the government treasury. By Western standards government employees are poorly paid; an army officer, for example, earns less than a storekeeper or peddler. The cost of living remains high in relation to average income, despite the fact that the currency is more stable than it has been for over a decade. There is some unemployment (though no beggars).

In general, however, the island's postwar record of internal peace, order, and achievement is impressive. The police force and local administration are efficient and reasonably free from corruption. Crime is at a low level. For the first time in many centuries, the government has taken an accurate census. The government gives every evidence of sincerely respecting the wishes and opinions of the people. To be sure, a permit is required for entering and leaving the island, and all residents carry identification cards. Some would attribute such measures to an overzealous secret police, but the alleged reason for them, military security, appears to be the real one. It must be remembered that a government constantly on the defensive against a merciless enemy, must take extensive precautions. The important point is that despite these precautions, and the presence of five hundred thousand exiled troops on the island, the Taiwanese who keeps within the law is not likely to be deprived of life, liberty, or property. This is rather confirmed than disproved by the considerable amount of grumbling in which they indulge. At any Taiwanese newsstand one may purchase magazines and papers critical of the existing regime as well as those favorable to it, and there are no restrictions on listening in on the short-wave radio. There is, on the other hand, no mercy shown genuine political offenders. The Communists employ every method in the book in their attempt to recruit Taiwanese, including blackmail and threats of harm to relatives on the mainland. The Communist slogan, familiar to everyone on the mainland, is: "We will use blood to wash Taiwan clean!" The secret police in Taiwan have good reason, therefore, to keep on the alert, and the government good reason to mete out swift justice to the proven spy or traitor. It is the general opinion

52:Steiner S-4 (no date) 1951
AF1 China
FORMOSA AD1

655 471 ments or sold to private industrialists by means of competitive bidding.[40]

Taiwan's industrial growth in recent years reflects mostly the development of government enterprises. Such state industries as gasoline, kerosene, and Diesel oil have registered considerable increase over the peak year production figures under the Japanese.[41] Other government-operated industries such as electric power, sugar, alcohol, cement, and camphor, though lower in production volume than in the prewar peak year, have made extensive recoveries in contrast to their chaotic conditions at the conclusion of World War II.[42] Augmented by ECA assistance, the over-all industrial picture may be described as one of steady growth.

Educational Policies

871 177 [212] The Nationalist government inherited from Japan an educational legacy which comprises a mixture of salutary and disadvantageous factors. Of the former is a more than 70 per cent literacy among the people.[43] A framework of primary and secondary schools scatters over the island. A fair foundation of vocational education has been laid. There are also several higher institutions of learning. A tradition of discipline, hard work, and thriftiness prevails among the students.

871 177 197 On the disadvantageous side is the predominant position of the Japanese language, both spoken and written, as a medium of learning. Many island inhabitants can hardly read Chinese or speak their native Fukien tongue flu-

[40] *Taiwan Reconstruction*, Vol. 2, pp. 408–547.

[41] *Ibid.*

[42] *Ibid.*; also *Taiwan Today*, pp. 99–122.

[43] *Taiwan Reconstruction*, Vol. 1, p. 89; also for a general treatment of the subject, see Taiwan Provincial Government, *The Administration of Planned Education*, Taipeh, 1949.

[P. 220 (A)]

52:Steiner S-4 (no date)1951
AF1 China
FORMOSA AD1

871 ently. Besides, the key educational personnel was composed mostly of Japa-
171 nese. To fill their vacated posts with
197 competent indigenous educators is a time-consuming process.

872 A review of existing educational regulations indicates a policy to extend equal opportunity for free education to all the people, beginning with primary education and gradually extending to junior high school level. Of children in primary schools, 79.08 per cent were being given free education as of September 1949, in contrast to 71 per cent during
873 the pre-Nationalist period. Under the Japanese, higher education for Taiwanese youths was discouraged by means of admission technicalities. This restriction has since been removed. Government scholarships are available to deserving youths with inadequate financial means. The current problem is to provide additional facilities to relieve congestion in secondary and higher institutions of learning. It has been made more acute by the influx of some 100,000 refugee students from the mainland.[44]

871 The over-all Nationalist objective in education is to implement the political, economic, and social policies of the National Government. To meet the current emergency, a series of regulations have been adopted to "establish a central thought," "to strengthen Nationalist concepts," "to carry out reconstruction and defeat Communism," and to link education with various extension programs.[45]

The "central thought" policy revolves around Dr. Sun Yat-sen's *San-min*

[44] Data in this paragraph drawn from *Taiwan Reconstruction**, cited note 12 *supra*, Vol. 1, pp. 83–146; *Taiwan Today*, cited note 11 *supra*, pp. 147–48; *The Administration of Planned Education**, cited note 43 *supra*, p. 7.

[45] "Educational Program of Taiwan during Emergency Period"* (text appears in *Taiwan Reconstruction**, Vol. 1, pp. 84–88).

[F. 220 (8)]

52:Steiner S-4 (no date) 1951
AF1 China
FORMOSA AD1

871 *chu-i*.[46] "Nationalist concepts" are to be strengthened by means of the National Language or "Speak Mandarin" movement,[47] by enhancement of civic, history, and geography lessons with "glorious historical events," and by supplementary teaching material relating to Russian aggression committed on China. The program of reconstruction calls for specified training to meet the needs of local self-government, economic development, and military requirements. The "defeat Communism" projects include anti-infiltration organizations, anti-Communist propaganada, and youth service groups. The extension program deals with the mobile library, audio-visual demonstration, and other measures of adult education. Just how far these programs have been carried out and how the students react to them cannot be ascertained at this moment, for lack of sufficient data.

Defense Policies

701 The security forces of Taiwan are largely composed of army, navy, and air units transferred from mainland
702 China. They are augmented by Taiwan youths inducted through a system of selective service and the provincial police. For lack of conclusive data, the discussion will be confined to local conscription and police administration.

Selective service in Taiwan is administered in accordance with a number of national laws[48] and provincial regula-

[46] For a brief summary of *San-min chu-i*, see *China Handbook 1950*, pp. 238–39; Paul E. Eckel, *The Far East Since 1500* (New York, 1950), pp. 477–80; Paul H. Clyde, *The Far East* (New York, 1948), pp. 512–17. For complete text, see F. W. Price, *San-Min-Chi-I*, Shanghai, 1927.

[47] *Taiwan Reconstruction**, Vol. 1, pp. 143–46.

[48] National laws include: (1) Universal Military Service Ordinance of the Republic of China*, Oct. 10, 1946; see *National Govern-*

[P.221(A)]